

The CAPABILITY Framework™ (Rabi, 2026)

C: Competency-Based Design	Learning must begin with clearly defined skills and performance <i>outcomes</i> , rather than content coverage.
A: AI as an Enabler	AI should facilitate accessibility and support thinking, not replace it. <ul style="list-style-type: none"> • Enhancing access and cognition • Enabling scale and personalization
P: Performance-Centered Learning	Learning must prioritize application through: <ul style="list-style-type: none"> • Simulations that instigate higher order thinking • Real-world tasks that require skill-based practices • Iterative problem-solving
A: Active Cognitive Engagement	Learners must engage in: <ul style="list-style-type: none"> • Reflection • Justification • Explanation • Application <p>Aligned with metacognitive theory (Flavell, 1979)</p>
B: Behavioral Outcomes	Success should be measured through: <ul style="list-style-type: none"> • Demonstrated capability • Decision-making • Performance
I: Integrated Systems	Effective learning environments align: <ul style="list-style-type: none"> • AI tools • Facilitators • Content • Data systems <p>(Siemens & Baker, 2012)</p>
L: Learning Science Foundation	All design must be grounded in: <ul style="list-style-type: none"> • Cognitive Load Theory (Sweller, 1988) • Feedback theory (Hattie & Timperley, 2007) • Constructivist learning principles (Piaget, 1972)
I: Instructor as Facilitator	Educators transition from content deliverers to: <ul style="list-style-type: none"> • Coaches • Guides • Designers of learning experiences <p>Enabling the shift from teaching practice to learning facilitation (Vygotsky, 1978)</p>
T: Technology with Intent	Technology adoption must be driven by: <ul style="list-style-type: none"> • Purpose • Impact • Alignment to outcomes
Y: Yield (Return on Learning)	Systems must evaluate: <ul style="list-style-type: none"> • Skill acquisition • Performance outcomes • Organizational impact